



VICTORIA POLICE

ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>Live Stands Two</i>	
Session Duration: <i>90 mins</i>	Session ID: <i>Session Fifteen</i>
Delivery Location: ☐ Academy ☒ Other (specify):	
Author Name: <i>David HARDS SC</i>	V or VP Number: <i>vp38887</i>
Aim: To provide learners with the knowledge, skills and understanding required to conduct filming in a practical environment	
Learning Outcomes: On successful completion of this session, learners should be able to: <i>1. Operate video camera in a live environment</i>	
Resources/Equipment: - <i>Nominated Training facility</i> - <i>Two trainers</i> - <i>Safety Officer</i> - <i>Learners in dress of the day</i> - <i>One camera per two learners</i> - <i>Role Players x 4-6</i> - <i>Protest banners and placards</i> - <i>Scarf/Bag</i> - <i>Distinctive Jumper/Jacket</i> - <i>Wooden blocks</i>	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No	
Comments: <i>- Risk Assessment in place for the venue and checked</i>	

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- *Health and Safety Check of the working area – Suitable for session*
- *All trainers are first aid qualified*
- *Location of First Aid kits have been identified*

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Session Name: Live Stands Two			
Delivery Method	Content	Delivery Resources	Time
Assessment	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). Introduction Trainers will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
Exercise	This lesson will be based externally in a practical training environment. During this lesson learners will be participating in physical activity so at before the		80 mins

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	commencement of the lesson a warm up must be conducted in accordance to the current warm up used by the ORU Training Team. Live Stands Two will be conducted in four separate scenarios and trainers should give learners the opportunity to maximise learning opportunities during debriefs following each scenario. The scenarios will require role players and they will be briefed accordingly. Refer to role playing sheet before conducting the different scenarios. <u>Scenario One</u> Two people (one wearing a scarf) are standing out front of the stadium (half-time break or similar) talking amongst themselves. There are no offences being committed by these two people. After a few minutes have passed another person walks past talking when one of them decides to grab the scarf and run off. This scenario is to see how EG's reacted when the scarf is taken and what they are filming at the time of the theft. Role Players Group One (Persons One and Two): One of the people should wear a scarf that is draped over the shoulders and easily accessible so it has no potential to cause injury and reduce the likelihood of any grab points. Before this they should stand around and have a general conversation, without bringing attention to themselves. Once the scarf is grabbed the role player shouldn't stop the scarf from being taken		
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	(as it's a dynamic movement) but they should react when the person taking the scarf runs off. P1 and P2 should chase after the person with the scarf. The scenario will end shortly afterwards. Person Three: After the first group has been standing around talking for the allocated time P3 will enter the scene at a casual walking pace and walk up behind the two people standing around and grab the scarf and run off. The scenario will end shortly afterwards. <i>*If a scarf is not available a bag or similar can be used*</i> Trainer debrief with learners (ELC). Discussion Points – Trainers will be looking at the following points: • Positioning of the EG's • H.A.L.T and other camera techniques Trainers should look to see if the theft has been captured at the time and how the EG's react to the dynamic movement of P3. <u>Scenario Two</u> One person is standing out the front of a house knocking on the door, trying to get in the house. P1 starts yelling to the person inside the house "You better open this door, I need that money you owe me" (or similar). P2 shouts from inside the house, "Get off my property, we've already settled this" P1 knocks on the door again and begins pacing up and down with his anger intensifying. Whilst pacing up and down		
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	P1 notices some wooden blocks nearby and walks to them. Before picking them up P1 shouts out again to P2 announcing he will break the window if the door isn't opened. P1 is met with silence and begins throwing the wooden blocks at the house. After 3-4 missiles are launched the scenario will end. Role Players Person One – Aggressively knocks on the door, demanding entry into the house and shouting at owner. After being refused entry they take pace up and down in front of the doorway and then will notice the wooden blocks on the road. P1 walks over to the blocks and starts throwing them at the building. P2 is not seen during the scenario, only heard. Trainer debrief with learners (ELC). Discussion Points – Trainers will be looking at the following points: • Positioning of the EG's • Situational Awareness (aggressive nature of P1 and potential for missiles) • H.A.L.T and other camera techniques • Cause and Affect *Trainer should commence scenario three from the finish location of scenario two. The learners will be expected to move expediently approximately 250-300 metres between the scenarios to simulate moving between incidents during a deployment*		
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	<u>Scenario Three</u> After the EG's have received communications there is a fight in progress between a few people EG's are required to move with intensity between scenarios two and three. Upon arrival there will be a quick push and shove between role players before they run off. This is where the scenario will finish. Trainer debrief with learners (ELC). Discussion Points – Trainers will be looking at the following points: • Time required to move between scenario two and three • Positioning of the EG's • Situational Awareness (including in the movement between scenarios) • H.A.L.T and other camera techniques • Cause and Affect <u>Scenario Four</u> EG's will be required to follow and film a peaceful rally walking down the street. Role players will be holding placards and banners and walking at a slow but steady pace. There will be no offences to be detected during this scenario but one role player will be tasked to stay at the back of the rally behind the placards and remain undetected for a period of time. Another of the role players will approach an EG team and challenge them about being filmed. If the role player isn't satisfied with this answer they can either choose to ask again or approach another team. The trainer should allow this scenario to continue until the rally covers		
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	approximately 400 metres. Discussion Points – Trainers will be looking at the following points: • Time required between scenario two and three (These scenarios run continuously) • Positioning of the EG's (across multiple EG's) • Situational Awareness (including in the movement between scenarios) • H.A.L.T and other camera techniques • Cause and Affect Trainers should follow along the scenario and have the capability to direct and advise EG teams throughout the exercise. The live learning environment is aimed at assisting participants during the exercise and also allows trainers to train during practical exercises where learning opportunities can be identified in real time and adjustments made accordingly. <u>Scenario Five</u> Arrest Teams scenarios A PORT section has been called to firstly give the group of demonstrators a warning to move on from the area and possibly be arrested if they fail to comply with the direction of Police. Once the first arrest team moves past the Police line the EGs are expected to follow		
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	from a distance. The first arrest will continue without interruption and the section Sgt will order the arrest team to reset and arrest the next demonstrator. The arrest team will go through the line and complete the arrest, at this time other demonstrators begin to scuffle with Police. Another Police section will be called to assist the arrest team. EGs should continue to film and maintain a safe distance throughout. Trainers will be watching for how the EGs react to the situation and if they continue to perform EG duties or assist the line. EGs should remember what function they are performing when tasked to EG duties and should only assist as a final resort. If there is sufficient Police numbers EGs should continue filming duties. This scenario should be conducted a few times so all EGs can participate in the exercise.		
	Conclusion The trainer is to conduct a knowledge check with the learners to satisfy themselves all the learning outcomes have been met. Suggested questions could be; - How did you find filming in a live environment? - How difficult was it to film after running to the third scenario? - Were you aware of your surroundings when filming? THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		5 mins

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